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in their joy in its beauty. They have come close to the core of things. They find in themselves a creative force till then unguessed at. They think of themselves no more as parasites—grubs in the garden of God—but as co-workers with him. They have discovered God in their own souls, have caught a glimpse of the truth that the kingdom of God is within us.

MUSIC.

HELEN GOODRICH.

IN the general plan of the work in music, the fundamental idea is to supply means for growth through freeing the powers of expression. To this end, musical skill, taste, and judgment are to be developed through (1) singing beautiful rote songs, (2) expressing musical ideas in original forms—composition, (3) experiencing music as related to life.

1. *Singing beautiful rote songs.*—The first need is for broad experience in the best music—that is, music having right proportions, as a whole and in its component parts, beautiful rhythm, and natural and varied tone-relations, summing up appropriate thought and feeling. The exciting and unnatural, but superficially attractive, music familiar to the greater number of American children should, of course, be supplanted as fast as practicable by an equally attractive but thoroughly good kind.

2. *Expressing musical ideas in original forms—composition.*—Growth must be assisted by the externalization of musical images in this most subtle of concrete forms. In this so-called "original work," images of rhythm and of tones in their natural relations to each other are given out as wholes of musical form, that is, more or less perfect melodies.

3. *Experiencing music as related to life.*—The development of the knowledge of music as expressive of the best things in life—the greatest religious aspiration, the most perfect unity with one's fellow-men, innocent and delightful and interesting experiences of every sort—comes in the cultivation of right motives. Music must express these best experiences of life in a valid and real manner, and this cannot come through its cultivation as an accomplishment; it can come only with the expansive joy of giving, and sharing in, a beautiful and true thing. All songs expressive of universal experiences, if used intelligently and at the right moment, are correlated, as hymns and ethical songs, patriotic songs, songs of nature and the affections; also instrumental music of appropriate meaning. The latter must be of an obvious kind, not complex or subtle. In the special sense, music characteristic of a people, a period, or an early stage of race-development

may correlate with work in history, literature, and geography; and for the little children work-and-play songs may be added.

The plan for the music periods this year is modified to meet the well-recognized need of bringing the music into as close relations with the other work as is possible under the present arrangement of a special music teacher. Shorter periods than heretofore have been arranged, and a flexible plan, by which the music teacher may be called upon by the grade teachers at all times not indicated on the program as regular periods, will be adopted. It is hoped that this will provide opportunities for greater spontaneity, both in the singing and in the original work. The regular periods will be used, in general, for the definite purpose of getting ready the songs for morning exercise and special occasions, and the use of the odd time will be determined by the exigencies of the other work.

Considerable freedom in the choice of songs is to be given to the children. They will be helped to sing the best songs they know, at first, and will select others presented by the teacher, as the need for variety or for special songs arises.

PHYSICAL TRAINING.

CARL J. KROH AND CAROLINE CRAWFORD.

The planning of the course in physical training for the year has for its direct motive the enhancement of the various interests fundamental to all educational procedures that develop force of character and are directly dependent for their fullest realization on the cultivation and maintenance of good, sound, and robust health, on vigor of mind and body.

Health and vigor imply the best functional activity. All school work must be directed to this end. Mental energy and activity under the most favorable conditions conduce to the best intellectual results. The standard, therefore, of systematic and symmetrical training must be measured by its effectiveness.

Conditions and aids are studied with reference to their influence and bearing on the normal growth and development of the child.

The plan of the school work outlined in Vol. I of the COURSE OF STUDY is suggested as a basis for the work of the current year. (See plan of work, suggested grade aims, methods, etc., Nos. 1, 2, 6, 9, 10.)

The *pedagogic* class will review the subject-matter of gymnastics (see COURSE OF STUDY, Vol. I, No. 6) and discuss orders